

Celebrating 5
years of
Connecting,
Communicating,
Collaborating



September 12-13
2019

Registration: 8:00 - 8:30
Program: 8:30 - 4:00

Proudly Presents:



Thursday, September 12

8:30-4:00

Dr. Caroline Musselwhite, AAC/Literacy Specialist

AAC All Day Long! Scaffolding Conversation, Academics, and Interaction - Apps Included!

www.aacintervention.com

How often do you observe AAC users who perform beautifully in therapy, only to sit passively in classrooms and social situations? This quick-paced, interactive session will support students in using core vocabulary for authentic purposes, with peers, and using repetition with variation. Highly interactive apps and new ways to integrate apps will be presented. Strategies include: social communication games, combining core vocabulary and literacy, and determining authentic purposes for all practice, in context with academics. For all activities, we will use the RPM-GO Framework (Rehearse, Practice, Model, GO use it!). Participants will engage in multiple 'try-it' activities to help generalize learning, just as we hope to help our AAC users generalize use of core vocabulary! The presentation will be supported by a Dropbox with links to materials and websites.

LEARNING OBJECTIVES

- Participants will review several key apps including multiple applications of each to support language
- Participants will summarize the Rehearse/ Practice/ Model -GO framework to teach and generalize language skills
- Participants will describe at least three social communication games for teaching interactive communication.

AGENDA

- 8:40 – 8:50 Introduction
- 9:30 – 10:00 Patterns: Not Rote Skills (modeling/Aided Lang. Stimulation)
- 10:10 – 12:00 RPM-GO: Rehearse, Practice, Model GO
- 12:00 – 1:00 LUNCH (provided)
- 1:00 – 2:30 Academics • Books to Support Language and Literacy • AAC & Academics – Strategies to Engage/Teach
- 2:30 – 2:40 BREAK
- 2:40 – 3:40 Social Skills • Active Listening • Social Scripts
- 3:45 – 4:00 Wrap Up, Questions and Planning

Dr. Caroline Musselwhite is an assistive technology specialist with more than 40 years of experience working with children and adolescents with significant disabilities in a variety of settings, including Head Start, clinics, developmental day programs, homes, and the public schools. Dr. Musselwhite has written a number of textbooks and "how-to" books on a range of topics, and has also authored many books and software programs for youth with disabilities. She has presented thousands of workshops throughout North and South America, Australia, Europe, and Africa, and is a founding member and Fellow of the International Society for Augmentative and Alternative Communication. Honors include: Foundation Fellowship (West Virginia University), Educator of the Year (Association for Retarded Citizens, North Carolina), Honors of the Association, (North Carolina Augmentative Communication Association), and DiCarlo Outstanding Clinician Award (North Carolina Speech-Language-Hearing Association), and ISAAC Fellow. *Dr. Musselwhite receives royalties for published products and is financially compensated for consultation with various companies. She is receiving an honorarium for this presentation. She is a past board member of ISAAC (International Society for Augmentative-Alternative Communication).*

Friday, September 13

8:30 - 12

Chip Clarke, M.S. CCC/SLP
Assistive Technology Works

Sarah Wilds, M.S. CCC/SLP
PRC-Salttillo

Facilitating AAC Access Ability: An Introduction to the Assessment of Learning Process (ALP) for AAC

This session examines tool use learning as it applies first to powered mobility (Assessment of Learning Powered mobility use – ALP), second as it applies to augmentative and alternative communication (ALP for AAC), and how the ALP impacts decision making for specific strategies and techniques you may implement or provide. Through interprofessional collaboration, the authors will demonstrate how the ALP for powered mobility has been adapted to the AAC population, providing a framework to help guide clinicians in assessing alternative access, and to increase proficiency with the chosen access method. Audience participation in rating videos and reviewing clinical strategies will be included.

LEARNING OBJECTIVES

- Participants will recognize the tool use learning process in powered mobility intervention
- Participants will be able to identify the three stages and eight phases in the learning process
- Participants will be able to explain three considerations in assessing a client's level of AAC access proficiency
- Participants will be able to describe three general techniques for helping a client progress from the first to the second stage of tool use learning

AGENDA

- 8:30 – 8:45 Introduction
8:45 – 9:45 Overview of the ALP *Tool use *Stages and Phases – process based assessment *Video *Research
9:45 – 10:45 ALP for AAC *The WHY** Background * Application to AAC *Similar Assessments *Video Example
10:45 – 10:55 BREAK
10:55 – 11:35 Facilitating strategies and application *Stage Based Strategies *Access Methods *Goals *Progress
11:35 – 12:00 Summary, Review, Questions, Planning

Chip Clarke earned his undergraduate degree in Speech Pathology and Audiology at SUNY Geneseo and his graduate degree in Speech Pathology at Indiana State University specializing in Augmentative Communication. He has worked in the field of Augmentative Communication in both public and private sectors for over 23 years and has also been an instructor for graduate level students at several Virginia universities. Chip founded Assistive Technology Works in 1997 and since then it has successfully grown to a cover the mid-Atlantic and Tennessee, providing direct support for PRC and Salttillo products. He has also served as a consultant to PRC for various projects. Chip has served as a volunteer at Camp Gizmo in Romney, WV providing evaluations and supervision since 2005. *Chip is receiving an honorarium for this session and is an owner/distributor of speech generating devices. He has no non-financial disclosures.*



Sarah Wilds is the Vice President of Product & Services Development at PRC Salttillo. She received her Bachelor of Science in Communication Sciences and Disorders at The College of Wooster and her Master's Degree in Speech-Language Pathology at Purdue University. She worked in the field as an AAC specialist/Regional Consultant and Senior Consultant for PRC for many years before returning to school to earn an MBA from Eastern Illinois University. As the Vice President of Product & Services Development at PRC-Salttillo she oversees numerous projects that ensure that, no matter what hardware or vocabulary system is used, families, therapists and support personnel have the tools and resources they need to provide state-of-the-art AAC implementation. *Sarah is an employee-owner of PRC-Salttillo and is not receiving an honorarium for this session. She has no non-financial disclosures.*

12:00 – 1:00 Lunch Provided

Liz Farmer, M.A. Psychology, and Michael Farmer, B.S. Education

Addressing Challenging Behavior Through Communication Training.

Come see three adolescents/young adults with significant needs transformed by communication.



What happens when you miss the first boat? Three young adults with challenging behavior and poor communication skills were selected for this presentation. Each individual had challenging behavior due to poor expressive communication skills.

Assessment occurred to determine the purpose that the problem behaviors served. Training trials with various AAC devices took place to evaluate motivation and performance. Training strategies were then developed to work toward teaching appropriate replacement behaviors using each device. On-going observations, data collection, and training occurred to ensure that the communication skills taught were effectively decreasing the problem behavior. Pursuit and obtainment of individual devices and expanding use has occurred as more skills were developed.

LEARNING OBJECTIVES

- Participants will describe the importance and rationale for correct identification of the function of challenging behaviors.
- Participants will tell how to select appropriate replacement behaviors through the use of an augmentative communication device to take the place of the challenging behavior.
- Participants will explain how to adequately collect data to monitor progress, revise goals, and increase training expectations related to the use of the selected augmentative communication device.

AGENDA

- 1:00 – 1:05 Introduction
- 1:05 – 1:20 Adult #1 Presenting Information, Challenging Behavior, Identified Functions, and Interventions
- 1:20 – 1:35 Adult #2 Presenting Information, Challenging Behavior, Identified Functions, and Interventions
- 1:35 – 1:50 Adult #3 Presenting Information, Challenging Behavior, Identified Functions, Interventions, Obtainment Process of Individual Device, and Progress Since that Time
- 1:50-2:00 Data Collection Systems, Review and Questions

Liz Farmer has a M.A. in Psychology from Ball State University. She is a Behavior Consultant who has worked over 25 years for Professional Assessment of Indiana, providing services in public schools, group homes, and family homes. Liz has provided hundreds of trainings regarding teaching and shaping skills/behaviors with behavior modification techniques. She created content for and facilitated social skills groups for teens and young adults with autism spectrum disorders and worked closely with families, day staff, classroom teachers and speech-language pathologists. Liz has presented at the Indiana Speech and Hearing Association Annual Conference, The Indiana AAC Summit and The Indiana Social Workers Annual Conference. *Liz is receiving an honorarium for this session. She has no nonfinancial disclosures.*

Michael Farmer received his B.S. degree in Education from Indiana Wesleyan University. He is a special education teacher at Anderson High School in Anderson, Indiana. His classroom consists of students with various communication and behavior needs. He collaborates with support staff, speech-language pathologists and behavior consultants to implement the most appropriate communication programming for each student. He has also worked as a Medicaid Waiver home support staff. Michael was a presenter at the 2018 Indiana AAC Summit.

Michael is receiving an honorarium for this session. He has no nonfinancial disclosures.

Beth Waite-Lafever, CCC/SLP-ATP

My Superpower is Scribbling: Video Feedback and Alternative Pencils for Emerging Writers using AAC

Engage your students with severe challenges in authentic writing activities.

How do you develop writing skills of students with complex communication needs who use AAC? Start with low-tech alternative pencils and speech generating devices; then, add personally-relevant, interesting photos or videos, combined with analysis of student generated text. Now throw out standards and preconceived notions and you have created a new Super Power: Scribbling with purpose. This session will leave you empowered to teach writing to your students using AAC and prove the power of the scribble!

**LEARNING OBJECTIVES**

- Define alternative pencils and list 3 different ones.
- Explain the difference between informative feedback and reinforcement feedback and provide an example of each.
- Give 3 ways to provide informative feedback for student generated scribbling.
- Name 2 ways to create video feedback for student writing.

AGENDA

- 2:15 – 2:25 Overview of developmental spelling and introduction to alternative pencils
 2:25-2:35 Description + examples of informative/reinforcement feedback and materials needed for the scribbling writing process
 2:35-3:05 The process for scribbling *What to do before/during/after
 *Review/analyze student *Case study of students' writings and Apps for feedback
 3:05 – 3:15 Summary and Questions

Beth Waite-Lafever has a B.S. and M.A. in Speech-Language Pathology and is an ASHA-certified speech-language pathologist with over 30 years of experience in the field of AAC. She has the RESNA ATP credential and LAMP certification from The Center for AAC and Autism. Beth has worked in outpatient rehab, private practice, and public school and has provided trainings and presentations at the state, national and international level. She is the co-creator of The Indiana AAC Summit and the Training and Implementation Specialist for PRC-Salttillo. *Beth is not receiving an honorarium for this session. She is an employee-owner of PRC-Salttillo.*

Register for the Indiana AAC Summit 2019

June 1 – Aug 31 – General Admission \$150.00

Sept 1 – Sept 5 - Late Registration \$175.00

www.eventbrite.com/e/indiana-aac-summit-2019-tickets-58908335417

Lunch provided on both days and free parking!

Watch our Facebook group and website for updates - www.indianaaacsummit.com

Email us at: inaacsummit@gmail.com

This course is offered for up to 1.1 ASHA CEUs (Intermediate level, Professional area)

ASHA CEUs Sponsored by ISHA

APPROVED PROVIDER



The Indiana Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

Location:

[IMMI Conference Center](#)

18881 IMMI Way

Westfield, Indiana 46074

More hotel options can be found in neighboring towns of Carmel, Noblesville and Fishers.